

Camp Attaway, Inc.
Annual Report
Fiscal Year 2011



“We were blown away by Camp Attaway! From the top down, the program is Aces. We love how kind and nurturing the staff is, the fun activities, and how excited our son was to go every day. See you next year! “
- A Camp Attaway Parent

The following report summarizes the accomplishments of Camp Attaway during the 2011 fiscal year. Included are summaries of outcomes and a brief financial statement.

Outcomes Related to Specific Objectives

In this section we will summarize accomplishments of Camp Attaway in reference to each of the objectives for the 2011 season. Objectives will be re-stated here and accompanied by evidence of results.

“Objective 1. 25-30 children between the ages of 7-13 years, all of whom have been identified as having emotional and/or behavioral disorders, will attend a three-week, therapeutic summer day camp.”

Twenty-four children, ages 7 to 13 years, attended the Camp. All had received qualifying diagnoses either through their school district’s procedures or from community therapists. Campers’

families resided in Howard and surrounding counties. Referrals to camp came from schools, therapists, social service agencies, pediatricians, local resource directories, other Attaway parents and our website.

As in previous years, prospective campers presented with a variety of severe behavioral and emotional problems. Among these problems were verbal and physical aggressive behavior toward peers and adults, defiant resistance to school and other authority figures, withdrawal from social interactions, low self-esteem, pervasive sadness, frequent and intense emotional outbursts, distractibility, and severe anxieties manifested by rigid thinking, repetitive and controlling behaviors, expressive communication deficits, verbal impulsivity, hyperactivity, low frustration tolerance with academics and interpersonal situations, separation/individuation from mother, running away, difficulty with transitions and adjustments, suicidal ideation and gestures, deficient social skills, no friendships, and blaming others.

Our intake interviews revealed that our campers came to Camp Attaway with the following clinical diagnoses: bi-polar disorder, anxiety disorder, major depression, mood disorder, Asperger's Syndrome, high-functioning Autism, oppositional defiant disorder, obsessive compulsive disorder, conduct disorder, attention deficit/hyperactive disorder, pervasive developmental disorder, specific learning and language disabilities, nocturnal enuresis, sleep disorder, Tourettes, executive functioning disorder, and sensory integrative disorder.

Nine highly competent and energetic staff members returned from previous seasons, and were joined by eight new members who brought high levels of enthusiasm, motivation, and varied experiences to the Camp Attaway program.

Staff members represented the following disciplines: special education, elementary education, secondary education, clinical social work, psychology, human development, and school counseling. All staff (one staff member in process of) completed their bachelor degrees and many were either working on or completed their Masters degrees. Staff members' talents were evidenced in a wide variety of camp activities, including crafts, art, nature, photography, drama, games, swimming, singing, running, rock climbing, and sports.



This year marked the fourteenth year of our partnership with Earth Treks of Columbia, where campers received four plus hours of expert rock climbing instruction in a safe and supportive environment. Campers were challenged with tasks involving cooperation and communication in order to achieve success not only for themselves but also for others. Great strides were made in self-esteem and confidence as they set high goals and with help, reached them.

Our history of daily swimming changed this summer with the challenge of finding a community pool that would accommodate our schedule. Because Camp Attaway “found a home” at Jeffers Hill Elementary School late into the spring, we were only afforded the opportunity to swim at nearby Jeffers Hill pool one time. Thus, we swam at Cradlerock pool, (on average two times a week), which was a short bus ride away from Camp. This challenge caused an unforeseen financial burden (bus transportation versus walking to pool). It also required us to adjust our camp program on swim days to allot for travel time.

We were pleased to have Artist in Residence, Cathy Vass, return for her tenth year at Camp Attaway. Cathy comes to us on leave from the Environmental Protection Agency. Twice a week campers received instruction and guidance in the creation of numerous projects using a variety of media. Projects were structured in such a way as to require a high degree of interaction among campers and staff.



Our nature program entered its fourth season. Julia Lieberman, who has her Masters degree in environmental science/education, led a number of nature related activities designed to promote responsibility in following through on tasks, trust, group cooperation and problem solving. Activities included: (1) an amazing reptile presentation by Reptile Wonders; (2) planting vegetable and flower seeds; (3) a composting presentation by the University of Maryland to CIT's; (4) a trip to Terrapin Adventures where campers experienced a ropes course and learned about the principles of “Leave No Trace”; and (5) a trip to a community pond where campers performed tests to determine its health.

The 2011 camp season included the production of our third CIT-run newsletter. The newsletter included CITs interviewing campers about aspects of their respective experiences, camper-generated brain teasers and games and a brief calendar of upcoming activities. The newsletter also included photographs of the campers taken by the CITs.

In its sixteenth year, Camp Attaway continued to emphasize giving campers many opportunities to work on their ability to assess their own behavior, make better choices, and to start and sustain friendships in the context of the varied activities listed above. Positive behavioral support systems facilitated campers in gaining recognition of their behavioral goals and in their daily progress toward those goals as measured by accumulation of positive reinforcers. Social skills, group cooperation (team work), self-determination and coping skills were the overall focus for all the campers. Individually-

tailored goals from these categories for campers were elicited from parents, staff, and the campers themselves. Daily programming and accountability for progress were derived directly from these goals.

“Objective 2. Parents of campers will actively participate in the following ways:

- Pre-camp intake interview and assessment**
- Parent-Counselor Mid-point Evaluation Conference**
- Parent Education and Support Group (weekly)**
- Family Potluck Dinner with Staff**
- Post-camp feedback and evaluation conference**
- Completion of assessment and evaluation forms”**

All parent-related objectives were met. Pre-camp intake conferences were held with all of the fifteen new families. Home visits were also conducted with many of the new campers and their families. The format of the intake parent conference and home visit included gathering current information about the camper’s needs both in school, home and community settings. Additionally, a developmental and social history and a reinforcement inventory were taken. Finally, parents of all campers identified goals that they would like to see addressed in the camp program. School and other therapists’ reports were shared at that time.

Our registration night was held two days before Camp opened. At that time, we received from parents all necessary permissions (e.g., for photography, fields trips, medications, release of information), as well as parent-completed standardized behavioral assessment forms (i.e., the Behavioral Assessment System for Children), and tuition payments according to agreed upon scales based on families’ ability to pay.

Our two family events were very well attended. The Parent-Counselor Mid-point Evaluation Conference provided an opportunity for parents and staff to share and exchange ideas about management of difficult behavior. On the day of our Family Pot Luck Dinner, campers helped with the preparation and cooking, and parents, siblings, friends, and grandparents enjoyed the opportunity to meet with one another and with camp staff in an informal setting.

We continued our partnership with Larry Smith, LCSW, who provided classes in parenting education and parent support exclusively for our Camp Attaway families. The parent training program consisted of four weekly meetings, approximately two hours in length. Meetings were a mixture of didactic presentation, skill modeling, sharing of information by parents, role play, and question/answer. An average of 18 out of 30 families was represented in the parent support group each week. In the final evaluations of the parent group, parents agreed that the meetings provided new and useful information. The overall goals of the parent education and support component were:

1. provide emotional support for parents
2. teach parents new ways to think about and understand their children
3. teach parents new skills and strategies for working with their children at home

Topics in the parent group sessions included: contouring verbal input to make it more effective; interrupting dysfunctional patterns of behavior; handling entitlement-based demands; empathy versus reassurance; preventing kids from developing unrealistic expectations; tools for helping children with impaired sense of time; parents keeping sufficient distance to not get hooked by disingenuous behavior; responding to victim statements and staying off the Rescue Triangle; parents managing their motivation so as not to over function for their children; facilitate children’s problem solving versus doing it for them; and nurturing emotional safety.

Examples of parents' comments include:

"Subject matter was on point, discussions were thought provoking and intriguing and helpful."

"The parent group exceeded my expectations. I got good suggestions and a better understanding of how to decrease the bad behavior and replace it with positive behaviors. Developed a higher sense of confidence in my abilities to effectively help my child with their anxiety and anger."

"Larry Smith is incredibly insightful and able to distil information/ideas into 'street language'. [I] really enjoyed his talks. We really appreciated his time."

"Thank you for doing this! Larry Smith is a wonderful complement for parents to all the good things going on for campers".

"Overall, I think you are wonderful and hope to see you again and again in upcoming years."

At the close of the Camp season, twenty-eight families took advantage of the opportunity to attend our post-camp feedback conferences. Staff reports were reviewed, and parents assessed children's progress during Camp in relation to goals. Recommendations were provided for each family with regard to child management strategies both in the home and in school. Consultation and recommendations have been shared with community therapists as well as to schools.



“Objective 3. Campers will most importantly, have fun, and also will demonstrate improved social/behavioral skills in the areas of compliance, tasks, peer interactions, and management of feelings, as indicated by:

Standardized assessment instruments

Clinical staff notes

Therapists’ summary reports

Parent reports

Self reports

School follow up

Community therapists’ reports.”

Camp was successful in providing activities and behavioral support so that children with histories of failure, feelings of mistrust and abandonment, low self-esteem, inappropriate expression of feelings, aggression, poor coping skills, anxiety, depression, inattentiveness, impulsivity, social isolation and skill deficits, emotional lability, learning disabilities, and defiance were able to:

(a) have fun, (b) demonstrate behavioral self-control, (c) make new friends, (d) express feelings appropriately, (e) cope with fears and frustrations, (f) conform to structure, (g) sustain attention to activities, (h) take pride in accomplishments, (i) handle increased independence, (j) show leadership, (k) participate in new and sometimes very challenging activities, (l) respond to constructive feedback from staff and peers, (m) initiate interpersonal coping strategies, (n) self-reflect on behavior and how it affects others, (o) use appropriate outlets for expression of feelings (e.g., art, writing, physical activity), (p) use the Camp staff for problem-solving challenging or upsetting family situations, (q) make successful transitions between home and Camp, (r) recognize and value the positive feelings associated with Camp, (s) develop and sustain trusting relationships with adults, and (t) use strategies learned at Camp Attaway in subsequent summer camp experiences.

We continued to emphasize campers’ reflecting, discussing and processing their feelings, thoughts and behaviors within each group as well as individually with staff. The objective was to teach campers new skills in examining their own behaviors and their effect on peer relations, group development and accomplishment of fun. This was achieved in part by pre-camp staff training as well as the expertise and previous Camp Attaway experience that the staff brought with them. Continued emphasis this year was on functional behavioral assessment and crisis prevention, two approaches to understanding children’s behavior which were continuing topics of staff training by the Program Director.

In 2011, Program Director Dana Rothermel continued to receive training and trainer recertification through the Crisis Prevention Institute (CPI). This allowed her to provide CPI certification training to the entire Camp Attaway staff over a four-day period. Two major components of the training were de-escalation of crises and reduction of the need for therapeutic physical restraint. Staff members’ competencies were assessed at the completion of training and 100% of staff passed the CPI evaluation and received certification.

Staff members maintained daily observation notes for each camper, and used these daily notes to prepare summary reports at the end of camp. School and community therapists’ follow-up consultation was made available for all campers, and is currently in process for seventeen campers.

The evaluation process is a vital part of assuring that campers make progress and that the program can continue to grow. Feedback is received from campers, their parents, their community therapists, and staff. We collect formal evaluation statements from parents, and meet individually with campers and parents to hear all about their Camp Attaway experiences. All these evaluation activities point out the parts of the program that are effective as well as highlighting components which need improvement. Overall, the evaluation results tell us that we continue to be on the right track.

In the 2011, twenty-nine of the thirty campers' parents completed and turned in the evaluations. The following table summarizes the feedback we received from parents:

	Excellent	Good	Satisfactory	Needs Improvement
CAMP PROGRAM				
Publicity of Program	11%	41%	31%	17%
Accessibility/Location	52%	35%	13%	0%
Cost of program in terms of service received or skills developed	55%	28%	17%	0%
Facilities/Materials available in the program	61%	36%	3%	0%
Realistic, clear, and consistent expectations	76%	21%	3%	0%
Efficacy of interventions, interactions, and structures to promote positive behaviors	89%	11%	0%	0%
Camp activities that your child has mentioned or commented upon (Earth Treks, art, swimming, etc.)	89%	11%	0%	0%
STAFF				
Counselor/Camper Ratio	100%	0%	0%	0%
Relationship with campers	86%	14%	0%	0%
Interactions with parents	55%	31%	14%	0%
Professional knowledge and expertise	100%	0%	0%	0%
Positive energy and role models	96%	4%	0%	0%
PARENT INVOLVEMENT				
Registration procedures	59%	31%	7%	3%
Parent night	67%	21%	8%	4%
Family picnic	54%	32%	14%	0%
Newsletters, slide show, announcements at sign out	70%	26%	4%	0%
Overall involvement of and communication with parents	66%	28%	6%	0%
PARENT SUPPORT GROUP				
Insightfulness and usefulness of information given	77%	23%	0%	0%
Support given by being in a group with parents dealing with similar challenges	53%	33%	14%	0%
PROGRESS OF CHILD DURING CAMP				
Social skills (greeting others, having and maintaining appropriate conversations, etc.)	44%	48%	4%	4%
Self-determination skills (confidence, identity, esteem, etc.)	40%	60%	0%	0%
Teamwork skills (working well with others)	45%	48%	7%	0%
Coping skills (including the appropriate expression of emotions)	30%	59%	0%	11%
Attention to task/focus	20%	52%	28%	0%
Positivity	44%	37%	15%	4%

Following are excerpts from the 2011 parent evaluations:

Campers' Growth

Being a CIT was a huge boost to my child's self-esteem. Being able to be a role-model, contributing and helping others was a great experience. It made us as parents appreciate and recognize all the growth she's had over her many years as an Attaway Camper. She too felt capable and proud in ways she's never experienced before.

My child has really been great at greeting/meeting new friends since first year at camp.

I actually praised him the last day when in line to greet. The boy and girl in front of him got into a tiff and my son calmly told the boy to come stand in line with him and not worry about it. I was so impressed I spoke out to him praising his actions!

We notice better eye contact.

Seems more willing to keep pushing himself instead of giving up when something is tiring (e.g. swimming).

Enjoyed cheering on others – becoming more aware of need for teamwork.

My son has made progress in all areas. Armed with ideas from camp and parent support groups, we are in a stronger position to continue on a path to improvement. See you next summer!

This is the first camp he ever completed and he says he wants to do it again.

Loved seeing him playing/working with other kids.

I did see him use a breathing technique to calm himself down when he did not get a toy at Walmart – I was able to walk him out of the store without a tantrum.

Each year I see him grow and blossom in working with other campers, friends, family, and teachers once we are home.

His self-esteem is very high during camp and for several months after. I just hope it continues.

She had her first sleepover with three other female campers!

He talked about friends at camp and knew their names. This was good for him.

He was very happy with what he accomplished each day.

He says he feels "way more comfortable" in social settings. He is more talkative at home and I heard more conversation on the phone.

My child seems more confident than when we started.

My child is more open to others' suggestions.

He is trying to not bottle things up.

He just doesn't feel as depressed anymore. He wants to spend more time talking as a family.



Staff

An amazing group of professionals who give 100% each day of camp. It is such a plus that so many staff return year after year.

I use many of the skills learned from meetings with staff to enjoy a better relationship with my son.

I like how the counselor comes out with the camper; gives positive feedback and puts positive spin on rougher days

I hope they all come back next year! Attaway is so lucky to have such dedicated staff.

Program

Loved the attention to detail. Home visit prior to camp was great! Comforting to my son and aided when he had a tough first day.

Please keep doing Nature activities especially also Earth Treks and art are great.

He enjoyed learning leadership skills and by applying them was able to feel more confident.

Newsletters are a nice touch to let parents know what goes on.

I liked getting an update at the end of the day.

Loved watching the slide show at the end of the day.

Wow! Camp Attaway is not only therapeutic and supportive, but FUN. My younger child without challenges wishes she could go! Songs, Nature, Crafts, Rock Climbing, Ropes Course... It can't get any better – unless you offer a 6 week option.

You do such wonderful things for the children, I would love to see the camp expanded.

Attaway has been an inspirational camp to my son. He will come back as many times as possible. Thanks so much for helping my son's summer be another great one to remember!

Thank you!! Awesome Camp!!

Objective 4. “Two - four campers, ages 14-16, with previous Camp Attaway experience will be selected to participate in a CIT program. Under supervision and mentoring from camp staff, the CITs will assist in all aspects of program activities, modeling goal-setting and self-determination for younger campers, and developing good work habits in preparation for future employment.”

The Mission of the CIT Program

The mission of the Camp Attaway CIT program is to allow adolescents who had attended Camp Attaway during their childhood years to continue to benefit from the Camp Attaway experience, keeping in mind the developmental psychology unique to the adolescent stage of life. In doing so, they work within the context of their peer group, engage in cross-age tutoring, and benefit from transitional planning for future jobs.

The Counselors in Training (CIT) Program at Camp Attaway was held for its eleventh year in 2011. Under supervision and mentoring from the CIT coordinator, CIT counselor and camp staff, **six adolescent coeds** participated as CITs. They took on various responsibilities within a structured program in an attempt to prepare themselves for basic camp counseling and the workforce by (a) improving self-esteem and confidence, (b) practicing professional courtesy and collaboration, (c) developing and practicing leadership skills and (d) effectively establishing personal goals for themselves.

I. Roles of the CIT Coordinator and Counselor

- Floating staff member
- Supervising CITs
 - Creating and monitoring goals
 - Providing feedback to CITs on their respective progress
 - Monitoring behavior
 - Providing positive supports and interventions
 - Scheduling
 - Assigning jobs and ensuring implementation
- Planning and evaluating overall CIT program
- Communicating CIT program to staff and camp
- Acting as liaison between Days End Horse Farm Rescue, CITs and Camp Attaway
- Observing CITs and give feedback while they are working as Days End Horse Farm Rescue

II. Roles of the CITs

Prior to camp, the CIT coordinator and counselor created a list of roles for the CITs. On the first day of camp, the CIT staff helped the CITs create a list of roles that mirrored the roles they created. The most crucial roles included:

- Following directions
- Helping set up/clean up activities
- Encouraging campers to be safe
- Modeling and reinforcing appropriate behaviors
- Supporting campers



III. Goals and Daily Objectives

Using the goals of the program as well as from school records, the Clinical Director, the CITs' parents, the CITs and the CITs themselves, the CIT counselors identified three overall goals. During the first week, the CITs worked on teambuilding. During the second week, the CITs worked on giving back to the camp community by writing a newsletter for campers. The returning CITs worked at the horse rescue farm. During the final week, the six CITs built an Australian Trolley, a teambuilding apparatus, to be used by future campers.

During daily morning chat, the CIT counselor helped the CITs identify a daily objective related to the goal for that week. During daily wrap, the CIT counselor and CIT filled out a point sheet to gauge how well he/she met his/her daily objective. The CIT ranked him/herself along with the CIT counselor ranking him/her using the same scale. When the two rankings were the same, the CIT received a bonus point. These points were totaled and as milestones were reached, CITs earned money that was used to purchase a gift card of their choice.

IV. Evaluation of the CITs

Progress was monitored by: 1) CIT self-reports (daily reflections); 2) point system – how the CIT achieved his individual and program goals; 3) staff evaluation of the CITs and the CIT program; and 4) post camp conferences with the CITs and their parents.

The CITs evaluated their own performance daily in 5 areas: 1) social skills; 2) appropriate expression of feelings; 3) adaptive coping skills; 4) teamwork; and 5) professionalism. A 4 point scale was used: 0 = did not work toward objective; 1 = working towards objective but needs work; 2= working towards objective and almost mastered; 3=mastered objective. The CIT counselors also evaluated each CIT’s performance. If the two ratings were the same, the CIT received an extra point. The table below shows the averages of the six CITs during the first three days of camp (Baseline) and the last three days of camp (End of Camp).

	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>
<u>Baseline</u>	<u>2.6</u>	<u>2.5</u>	<u>2.5</u>	<u>2.5</u>	<u>3.0</u>
<u>End of Camp</u>	<u>2.7</u>	<u>2.7</u>	<u>2.5</u>	<u>2.7</u>	<u>2.8</u>

Results reflect a slight increase in 4 of the 5 behavioral categories. On closer examination the scores of the returning CITs were higher compared to the first year CITs. These data suggest the experience factor may have facilitated an easier transition/adjustment to the CIT program.

Reflections On Our 16th Season

Outstanding Program Aspects and Accomplishments

Dana Rothermel, a nine-year veteran of Camp Attaway, completed her fourth season as program director as well as her fourth year as a certified special education resource teacher in Howard County. Dana continued to bring enthusiasm and her wealth of knowledge and expertise to staff training. During camp, she also worked closely with staff in a supervisory role. Dana was joined again this year by Assistant Program Director, Julia Lieberman. This was Julia’s fourth season at Camp Attaway. She also served as the nature coordinator. During the year, Julia completed her masters degree in science education while teaching science in the Montgomery County Public Schools.

Through a generous grant from the **Kate Svitek Memorial Family Foundation**, our nature program grew by leaps and bounds. Two nature activities took place during the first week of camp. First, campers were given the opportunity to plant vegetable and flower seeds. This activity gave campers the opportunity to nurture and care for something outside of themselves. Campers watered the plants and gave them sunlight and as the days of camp went by watched the plants sprout and begin to grow. The second activity was new to camp. A naturalist was hired to bring in several reptiles for the campers to see. Not only did the naturalist allow the campers to see and touch the animals, but he also taught them a great deal of information about these rare creatures. Campers were fascinated and excited about seeing the reptiles. One camper said “I liked the snakes and I got to see them and feel them too.” Another camper “learned a lot about the different types of lizards that [she] had never heard of.” Not only did campers gain new information but were then able to share it with others. This camper told us “the best part was seeing the turtles. I got to teach my little sister what I learned.”

This summer marked a new achievement at camp in that we had six counselors in training (CIT). As part of the nature program, we wanted to give the CITs a special opportunity. By working with the Howard County branch of the University of Maryland extension office, we arranged to have a guest speaker meet the CITs at a local park and give a talk about composting. The CITs learned about the process of composting and how they can have a positive influence on changing the amount of waste created by society. The CITs also took the opportunity while at the park to go boating. The CITs got to work on social skills and teamwork while enjoying an afternoon on the water.

The second focus of the nature program was to bring the campers out into nature. This was accomplished on two different trips, one to Terrapin Adventures and the other to a local stream. At Terrapin Adventures, campers spent the first part of the afternoon in the woods working on challenges as part of a ropes course. The second part of the afternoon was spent learning about the principles of Leave No Trace.

The last nature activity of the summer was a trip to a local stream. We purchased water quality test kits as well as nets for catching macroinvertebrates. Campers worked in small groups to collect data on temperature, pH and dissolved oxygen. Each camper then took his/her net and collected as many organisms as he/she could. Campers got to implement some of the Leave No Trace principles from the previous week when exploring the stream. The activity concluded after the whole camp had a discussion about the health of the stream and determined that based on the collected data the stream was healthy!

Campers experienced nature in numerous new ways. Many never participated in nature activities like the ones at camp. By giving campers the opportunity to view nature in a new light, we helped them build a stronger relationship with the environment around them.



We were fortunate again this year to have the services of a gifted artist in residence. Cathy Vass brought her unique blend of personality, knowledge of art, and skills and sensitivity to children in order to provide an outstanding and creative art experience during Camp. Cathy has worked closely with the Program Directors and staff to enhance the art curriculum to expand the activities to assure that returning campers were able to explore new ways of artistic expression. The pride with which the children viewed their work and the process by which they worked together provided excellent opportunities for children to experience success, feeling of accomplishment, and connection to peers and adults.

With the continued support by the **Abramson Family Foundation**, our CIT program continues to expand in many directions. As part of teambuilding out in the community, the six CITs spent a day boating, picnicking, and learning about composting. The two returning CITs spent the mornings of the second camp week working at Days End Horse Farm Rescue. They put into practice the prevocational skills (including coping) they learned at Camp Attaway in some very challenging (hot weather) conditions. The CITs also took a special trip to Earth Treks to learn how to belay with the goal of assisting in the belaying of campers on their final visit to the climbing facility. The CIT-generated newsletter and the Australian Trolley (teambuilding apparatus) project were two additional ways for the CITs to work together and “give back” to Attaway.

Finally, Camp Attaway completed its 16th season - an accomplishment certainly worth noting!

Evaluation. Our monitoring and assessment system continues to be a vital part of assuring that campers make progress and that the program continues to grow. Campers' behavioral goals were developed with parental input and were more tightly coordinated with their Individual Education Plans (IEPs). Progress toward their behavioral goals was frequently monitored. In addition, staff performance was assessed formatively as well as summatively, allowing mid-camp adjustments to be made. Retention of experienced staff, recruitment of new staff, and increased staff training all contributed to program continuity from previous years, consistency of response to children's behaviors, and an overall atmosphere of fun and collaboration.

Community Collaboration. We continued to enjoy a unique partnership with Howard County Recreation and Parks (HCRP). This agency, in recognition of Camp Attaway's ability to provide a needed service in the community, contributed administrative support, registration, personnel services, payroll, CPR and First Aid training, and salary for staff positions. Special thanks to Susan Potts and Amy Patton who head up the HCRP Division of Therapeutic Recreation and Inclusion Services. We want to express our appreciation to Principal Patricia Shifflett and her staff for hosting Camp Attaway at Jeffers Hill Elementary School.

And then some...

Camp Attaway's services to children and families do not end on the last day of Camp. Rather, we view our program as providing year-round support and direct services to children's and families' mental health and education on an as-needed basis. For example, we continue to:

- initiate contact with mental health service providers for exchange of treatment information
- attend school special education committee meetings for individualized education plan (IEP) development and assessment
- provide consultation to teachers and counselors in schools attended by Campers
- make referrals to appropriate therapists
- make presentations to community organizations to raise awareness of children's year-round mental health needs.

Staff. We were pleased to have a number of staff members returning from previous years. These counselors formed the foundation of the 2011 staff, which by all accounts turned into one of the most effective groups to date. Coming from a wide array of backgrounds and academic disciplines, counselors quickly grew into a highly communicative staff, who enjoyed the work, built bonds of collegiality, and met the daily challenges of Camp Attaway with good humor and professionalism.

Campers benefited from the pervasive and positive approach of staff to the management of emotions and behaviors throughout the camp day. Consequently, campers received constructive feedback about their behaviors and feelings in supportive and educational ways. Finally, as Kate Buxton our Office Manager was on maternity leave this summer, we were fortunate to have Brent Stewart return to fill the void this summer and seamlessly transition back to Kate in September.

Parents. Once again, parents' initial and sustained commitment resulted in 98% camper attendance, as well as follow-through on completion of numerous camp forms, payment of tuition, preparation of campers each day with swimsuit and lunch, and cooperation with all camp policies.

Affordability. Due to the generous support of foundations, corporations, and individuals, our scholarship program was once again able to keep costs down to a reasonable level for all parents. The average scholarship for the 16 campers and CITs who received any support was \$1,315, bringing our sixteen-year total to approximately \$231,000 in scholarships awarded.

Challenges. The partnership with the Howard County Public Schools is extremely valuable; nevertheless, the Camp Attaway program continues to appear to be a low priority when it comes to assigning school building space during the summer. We learned of our **new** location, Jeffers Hill, this year in late May! Unfortunately this year the Columbia Association Aquatics Department was unable to accommodate our need for a swimming pool within walking distance from the school. As a result we had to arrange for transportation to another community pool which was costly financially and cut into program time. Securing a “home” in a timely fashion each year continues to be our most significant challenge. Finally, facing the hard economic times as a nonprofit organization continues to be an ongoing issue!

The Future of Camp Attaway

We look forward to our seventeenth season of Camp Attaway. We propose the following objectives for 2012:

1. 25 children between the ages of 7-13 years, all of whom have been identified as having emotional and/or behavioral disorders, will attend a three-week, therapeutic summer day camp.
2. Parents of 25 campers will actively participate in the following ways:
 - Pre-camp intake interview and assessment
 - Parent Night Meeting with Staff
 - Parent-Counselor Mid-point Evaluation Conference
 - Parent Education and Support Group (weekly)
 - Family Potluck Dinner with Staff
 - Post-camp feedback and evaluation conference
 - Completion of assessment and evaluation forms
3. Campers will most importantly, have fun. They also will demonstrate improved skills in the areas of compliance, tasks, peer interactions, management of feelings, and self-reflection as indicated by:
 - Standardized assessment instruments
 - Clinical staff notes
 - Therapists’ summary reports
 - Parent reports
 - Self reports
 - School follow-up
 - Community therapists’ reports
4. Campers, ages 14-17, with previous Camp Attaway experience, and who meet all eligibility criteria, will be selected to participate in a Counselor-in-Training (CIT) program. Under supervision and mentoring from camp staff, the CITs will assist in all aspects of program activities, model goal-setting and self-determination for younger campers, and develop good work habits in preparation for future employment. In 2012, we plan to continue the Howard County community-based work apprenticeships. The CIT Program of Camp Attaway allows older children with disabilities to explore community service and internship experiences in his or her area of interest. With ‘coaching’ from counselors, the CITs have the opportunity to take responsibility and experience success in their new role.

Strategic Planning

The Co-Directors held an Officers Retreat November 17, 2006 out of which came a recommendation to the Board that we initiate a strategic planning process for the purpose of assuring Camp Attaway's success over the long-term.

The **2021 Mission Statement** now reads as follows:

1. The Summer Camp: conduct two 3-week day camp sessions, serving 100 children...
2. Expand services to families to include providing school liaison functions, collaborating on IEP development, and providing advocacy services.
3. Continue to provide training for staff but also expand to offer professional development for mental health and educational professionals in the region.
4. Continue to conduct high quality evaluation of Camp Attaway's programs and disseminate reports to the professional community.

The Mission Statement of Camp Attaway is elaborated on by the **Vision of Camp Attaway 2021** that includes the following elements: land, lake and pool, community activity space, offices, activity rooms, wooded areas, future cabin areas, buses. two 3-week sessions of camp, year-round therapeutic offerings to families, professionals & kids, year-round caretaker, University of Maryland connection, location - within 1-hour drive of Silver Spring, 25-50 campers per session, ages 6-14 plus CITs. Program components & eligibility criteria are projected to be similar to the current program.

In May 2007, a sub-committee of the Board developed a draft Strategic Plan designed to achieve the 2021 Mission and Vision. Current members of the Board will be invited to continue and new members will be invited to fill specific roles as specified in the draft of the Strategic Plan.

Over the next year, we will revisit the **Vision of Camp Attaway 2021** and reassess where we are and where we are heading in the strategic plan process. Under the guidance of **Leadership Howard County** we will develop a strategic plan for the next ten years. This plan will ideally structure board development, provide leadership transition (succession plan), and identify additional resources and future considerations.

Funding. Parent tuition payments covered approximately 33% in 2011 of Camp operating expenses, and the balance was provided by in-kind support from Howard County Department of Recreation and Parks, donations, and grants. These data reflect the continued challenging financial times for both families and nonprofit organizations. Thus, external support is necessary in order to meet our costs and to provide services to families regardless of their ability to pay.

Camp Attaway, Inc. has raised revenue through a variety of efforts. Private donations have been received in response to the Friends of Attaway Campaign, a direct mail solicitation. The members of the Board of Directors have each made financial as well as in-kind contributions to the corporation.

Major grant support in FY11 was received from:

The Joseph E. & Marjorie B. Jones Foundation
 Dart Group II Foundation
 The Columbia Foundation Endowment
 The Holly and George Stone Family Foundation
 The Abramson Family Foundation
 The Columbia Rotary Club
 The Alexander and Catherine Savich Family Foundation
 The Horizon Foundation
 United Way of Central Maryland
 The Kate Sviteck Memorial Foundation

Future funding sources have been and will continue to be identified for the 2012 camp season.

Interagency collaboration. Camp Attaway has a strong commitment to and record of interagency collaboration. Our primary partner is the Howard County Recreation and Parks (HCRP) department, which contracts with Camp Attaway, Inc. to operate the Camp as one component in their array of community recreation programs for persons with disabilities. HCRP provides support for staff positions, registration, publicity, personnel services, administrative support services, materials, evaluation, and licensing.

Financial Statement. Funds were requested to support tuition assistance so that children can attend based on their need rather than their family's ability to pay. A total of \$21,035 was provided to families in the form of tuition scholarships. Parents paid a total of \$38,727.

A brief financial statement is attached. A full financial statement is available on request. The FY2011 Annual Report and Projected Budget, FY2012 was approved by the Board of Directors, meeting on October 25, 2011.

The Board of Directors:

Saul N. Lieberman, Ph.D., President	Felecia McLarin
Ken Williams, Treasurer	Cheryl Duvall
Bob Cantor	Rebecca Schmidt
Cindy Sandler, Ph.D.	Nigel Laroche
Catherine Savich	